

The Effectiveness of Online EFL Instruction amid COVID-19: An Attitude-and-Need-Based Study of EFL Learners at Changzhou University, China

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Abstract

The COVID-19 pandemic brought the world not only a health crisis but an instructional challenge about shifting teaching and learning from the classroom to online. This study aims to investigate the effectiveness of online English as a foreign language (EFL) instruction during the coronavirus pandemic at Changzhou University in China (CCZU). A mixed-method design, including questionnaire surveys and interviews, was employed for the specific purposes of this study. A group of 90 Chinese EFL students from CCZU completed the surveys measuring learner attitude and needs in online EFL instruction amid the pandemic. 5 Chinese EFL university teachers from CCZU with rich experience in online instruction participated in the interviews. The findings displayed that Chinese EFL learners showed positive attitude toward online EFL instruction since it is proven that achieving learning objectives was also possible in emergency online classes which are considered as more convenient and effective amid the pandemics. The findings also indicated that learners had strong needs in learning engagement and classroom management to achieve the learning objectives in online EFL instruction. Strategies for effective online EFL instruction delivery were discussed and recommendations for future instruction were given.

Keywords: COVID-19, effectiveness, EFL learners, online instruction

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1. Introduction

The outbreak of COVID-19 disturbed the normal teaching of all schools in China and the whole world. In January of 2020, China issued a quarantine and isolation policy to reduce social approaches and curb the virus spread requiring people to avoid travelling and stay at home as much as possible. The Ministry of Education in China then issued guidelines for universities to reduce the spread of COVID-19, including delaying the start of on-campus classes and implementing fully online courses for the spring semester of the year. E-learning platforms including MOOC and Chaoxing are open to the public freely to facilitate the online instruction policy.

Online teaching used in English as a Foreign Language (EFL) teaching originates from Computer Assisted Language Learning (CALL). The regularly used online teaching methods in the Teaching English as a Second Language (TESOL) field include blended, flipped and fully online learning (Bailey & Lee, 2020). The blended learning is usually based on the combination of face-to-face classroom learning and web-based learning (Garrison & Kanuka, 2004; Hrastinski, 2019). Flipped learning involves online learning resources during the face-to-face classes. Fully online learning adopts online resources and learning management system for instruction without any face-to-face classes (Nakayama et al., 2014). These teaching methods have been implemented in many Asian countries including China and have been researched extensively (Bailey & Judd, 2017; Caldwell, 2018; Durriyah & Zuhdi, 2018; Tananuraksakul, 2016; Yang, Wei & Zhang, 2017). Being able to combine the advantages of both face-to-face classes and web-based resources, the blended and flipped learning are more popular and often adopted since they are possible to create a student-orientated learning environment and improve students' engagement in learning (Northey et al., 2015). Fully online learning, however, is not standard in the English language learning context in Asian countries (Bailey & Lee, 2020).

The sudden decision to implement fully online instruction at universities in China in light of COVID-19 provides educators, administrators and students an opportunity to experience fully online learning under a very special background where students and teachers are almost isolated at home. This is not just a simple decision moving offline EFL classes to a fully online environment, but also involves a complicated teaching management system about how to continue instruction and student support in the event of an extended disruption due to the pandemic. This study investigated learner attitudes and needs and discussed teaching strategies in the context of web-based language learning.

2. Literature Review

Effectiveness of online instruction

Researchers investigated the practicality of online classrooms and found learners' questioning

ability and engagement can be both improved (Heggart & Yoo, 2018). Additionally, learners were found behaving better in communication and self-confidence building (Halim & Hashim, 2019). Diversified ways are used in delivering effective online instruction. Some explored that implementing fun and engaging activities during online learning can help increase student motivation (Morat et al., 2016, as cited in Bailey & Lee, 2020). Others mentioned the use of information and communication technology for online instruction, including songs, videos, television clips, websites, e-books, text chatting, automatic writing evaluation software, voice messages, language learning apps, video chatting, social media (e.g., YouTube, Wikimedia, Wikipedia, and Spotify) and other sources of multimedia (Gavin, 2019; Pazilah et al., 2019).

Online instruction during the COVID-19 pandemic

The COVID-19 spread posed challenges to the current teaching mode. Schools and educational institutions were compelled to shut down temporally and shift their teaching from the traditional classroom to online. Online instruction emerged as a safe and viable option for education continuity (Darkwa & Antwi, 2021). Meanwhile, concerns and arguments around online instruction are emerging.

Even before the coronavirus pandemic, it had been reported that certain challenges should be considered when implementing online classes or learning activities, including digital distraction (Melor et al., 2012), insufficient technical knowledge (Kessler & Plakans, 2008; Gillett-Swan, 2017), lack of authentic contact and interaction (Pazilah et al., 2019), and the conflicts between expectations from students, parents, and schools (Halverson et al., 2017; Manca & Ranieri, 2013).

Some of the challenges were further identified during the COVID-19 pandemic. Existing evidence on students' online learning experience during the COVID-19 pandemic suggested attentions to several concerns, including problems with access to adequate digital devices and reliable internet (Agung et al., 2020; Fu & Zhou, 2020; Niemi & Kousa, 2020), limited interactive and collaborative experiences (Yates et al., 2020), reduced learning motivation (Yates et al., 2021), and increased learning burdens (Niemi & Kousa, 2020).

Online EFL instruction and learner attitude

The implementation of online EFL instruction has gained increased popularity in language-teaching and language-learning contexts (Wang & Vasquez, 2012; Zou & Li, 2015; Shin & Son, 2007). The benefits of being location independent and ease of use make it a popular alternative to traditional language classrooms. Besides being able to facilitate the process of

teaching in a paperless environment, online EFL instruction is also regarded as a wonderful tool that can save time, teach social skills, help self-learning and-discovery, improve higher order thinking and provide motivation.

A study conducted by Fageeh and Mekheimer (2013) revealed that English language learners responded actively to the asynchronous and synchronous online learning activities in improving their language proficiency. Again, studies found out that students had a positive attitude in using online platform, regarding it as a tool that can save time, teach social skills, help self-learning and-discovery, improve higher order thinking, and provide motivation (Albashtawi & Bataineh, 2020; Apriyanti et al., 2019; Xia et al., 2013).

Research Questions

The literature review shows many studies have been made on the effectiveness of online EFL instruction. But there are few limitation studies carried out in EFL online instruction under fully online conditions, especially in online EFL instruction amid COVID-19, in the context of China. It is important to know how far this longer-term digital switchover from the classroom to online could go and to what extent people could apply online technologies in EFL instruction. This study is in an attempt to investigate learner attitudes and needs among diploma students with EFL at Changzhou University in China to identify the effectiveness of fully online EFL instruction amid COVID-19. We also aimed to discuss strategies to deliver effective online EFL instructions amid COVID-19.

Based on the above review of literature, and in the context of seeking to achieve effective online EFL instruction, this study aims at answering the following research questions:

1. What are the attitudes of learners toward fully online EFL instruction amid COVID-19?
2. What are the learner needs for effective online EFL instruction amid COVID-19?
3. How is effective EFL instruction delivered via online technologies?

3. Methods

Design

This study examined the effectiveness online EFL instruction from the perspective of learners. Questionnaire surveys on learner attitudes and needs in online EFL instruction were adopted to identify the effectiveness of instruction. Interviews with teachers about their responses were designed as the supplementary investigation. Strategies or approaches available for the delivery of effective online EFL instruction were discussed based on both the survey and the interview findings. A mixed-method design was adopted for this study. Quantitative data were collected employing questionnaire surveys and qualitative data were collected using in-depth interviews.

Participants

The study was conducted at China Changzhou University (CCZU) in Changzhou, China, at the end of the spring 2020 semester. A total of 90 freshman students participated in the survey. All of the students were from the School of Art and Design and registered for the College English II course. They were taught from the prescribed books entitled *New College English 2: Integrated Course* and *New Horizon College English 2: Viewing, Listening and Speaking*. The student participants were native Chinese. Their mean age was 18 years, and the range was 17-19. They all had 6 years of EFL instruction in grades 7-12 prior to their admission to university. Their English was at the lower-intermediate level and preparing for National College English Test Band 4 (CET-4). All of the students were registered for the online course because of the lockdown amid COVID-19. The implementation of the online course was conducted through combined technologies including e-learning platform Chaoxing, social media Tencent QQ, and conferencing tool Ding talk.

Five teachers participated in the interview study. All teacher participants were from the English department of CCZU. They were native Chinese and taught the College English II course during the spring 2020 semester. They all had EFL teaching experience over 10 years and online instruction experience over 4 years. They were familiar with technologies related to online instruction. To keep the anonymity of the participants, they were referred to as teacher 1, 2, 3, 4, and 5 in the present paper. Table 1 provides an overview of teachers' demographic information:

Table 1 *Overview of Participants' Demographics*

Name	Gender	Age	Educational Background	Years of EFL teaching	Years of online teaching	Online platforms
Teacher 1	Female	39	Master of Arts	14	5	Chaoxing, QQ
Teacher 2	Male	36	Master of Arts	11	5	Chaoxing, QQ
Teacher 3	Female	35	Master of Arts	11	5	Chaoxing, Ding talk
Teacher 4	Female	42	Master of Arts	15	5	Chaoxing, QQ
Teacher 5	Female	41	Master of Arts	16	5	Chaoxing

Ethical clearance was done before the experiment. All the participants were informed of the major activities they were to be involved in and all of them signed a consent form.

Sampling and Data Collection

The lockdown situation made it difficult for the researchers to collect data from all students registered for College English II. Therefore, a convenience sample was utilized for this study.

The survey was constructed and developed based on reviewing previous research on theories, practices, and findings related to online instruction in EFL and technology acceptance

context (Albashtawi & Bataineh, 2020). The questionnaire was designed to measure the learner attitude and needs in online EFL instruction among participants. The questionnaire was divided into 2 parts. The attitude part measured participants' evaluation of online EFL instruction in terms of usefulness, accessibility, and ease of use. A Likert scale questionnaire of 12 items was designed for this part. Cronbach's Alpha coefficients were calculated and the results showed high reliability of the questionnaire ($\alpha=0.941$) according to Murphy and Davidshofer (2001). Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (0.863) and Bartlett's test of sphericity (0.00) were achieved and the results proved the construct validity of the questionnaire. The needs part investigated participants' demands in achieving effective online EFL instruction. The whole questionnaire was validated by two EFL teachers.

Purposeful sampling was used in the selection of the teachers from the English Department of CCZU. A total of five EFL teachers took part in the interviews. The interviews were via WeChat throughout five weeks and responses of the participants were recorded in written form during each interview session. The interview questions were constructed partially on the basis of the previous research on online instruction in the EFL context (Dashtestani, 2014). Questions were designed to serve for the third research question about effective learning delivery. The content of the interview questions was validated by two EFL professors. The interview questions were as follows:

- (1) What are the possible benefits and limitations of online EFL instruction compared to traditional offline classes?
- (2) What types of strategies could be adopted to facilitate classroom management in online EFL instruction?
- (3) What types of strategies could be adopted to facilitate learning engagement in online EFL instruction?

Data Analysis

The data of the questionnaire were analyzed through a descriptive analysis. Descriptive statistics about the Mean, Standard Deviation and Frequency were conducted for the data related to each item of the questionnaire. SPSS version 21.0 was used for the data analysis. To ensure the intercoder reliability of the data analysis, two different coders (including the author) read the data obtained by the interviews and then transcribed them. Excerpts from teachers' statements were included in the study.

4. Results

Research question 1: What are the attitudes of learners toward fully online EFL instruction amid COVID-19?

The attitudes of learners toward using fully online EFL instruction were examined quantitatively by analyzing learner responses to the 12 items in 3 domains (usefulness, ease of use, and accessibility) at the end of the semester. The learner responses in the survey were evaluated based on a 5-point Likert scale, where 1= strongly disagree and 5= strongly agree. Then, their scores were determined and the obtained quantitative data were put into statistical analysis. The descriptive statistics (means and standard deviations) of the learners' responses were conducted.

Table 2 *Learner Attitudes towards Online EFL Instruction*

Number of participants=90	Mean	Standard Deviation
Ease of Use	4.03	1.05
Access	3.92	1.21
Usefulness	3.84	0.97
Total	3.92	1.07

Table 2 shows that the ease of use domain was ranked first based on the mean value (4.03 ± 1.05) and the accessibility domain (3.92 ± 1.21) was ranked as the second. The mean score of usefulness (3.84 ± 0.97) was ranked as the least. These results indicate that the EFL learners held fairly positive attitudes towards online EFL classes (3.92 ± 1.07).

Table 3 *Descriptive Statistics of Learner Attitudes towards Online EFL Instruction*

Number of participants=90	Mean	SD
Ease of Use Items		
I feel instructions of the activities are clear.	4.04	0.99
Using applications for online class is easy.	3.97	1.11
I feel positive for submitting assignments through online class platform	3.74	1.23
Access Items		
Online learning apps are available on my phone/pad/computer.	4.11	1.11
I can login into the apps for online instruction anytime anywhere.	4.03	1.14
Assignment through e-learning platforms is better than paper-based assignments.	3.77	1.28
Usefulness Items		
Online EFL class provides good interactions between teachers and students.	4.16	0.96
Online EFL class is time-efficient	4.09	0.93
I have strong motivation for study in online EFL class.	4.07	1

I can engage well through activities in online EFL class.	3.82	0.99
Online EFL class is as effective as traditional class.	3.6	0.9
I can respond quickly to questions and learning assignments in online EFL class.	3.28	0.76

As Table 3 depicts, good interactions, time-efficiency, and improvement in learning motivation and learning engagement were the perceived merits of online EFL instruction reflected in the responses of the participants. In addition, the easy use of and access to e-learning applications were highly accepted by participants.

Research question 2: What are the learner needs for effective online EFL instruction amid COVID-19?

The investigation on the learner needs took part in 2 stages. Firstly, suggestions on online EFL instruction were collected among student participants in the form of open-ended questions. Then the collected data were analyzed and classified into two survey questionnaires. One was about ways of effective learning engagement and another was about ways of effective classroom management.

Table 4 is the collected results of the open-ended question about possible suggestions on online EFL instruction. The results revealed an active attitude of participants toward online EFL instruction. The majority of the participants were willing to make reflections on the implementation of online EFL instruction and proposed suggestions focusing on learning engagement and classroom management.

Table 4 *Suggestions on Online EFL Instruction*

Number of participants=90	Frequency
I'm satisfied with the video/audio live lecture.	46/90
Questions and learning assignments should be easy to understand.	13/90
More group activities to attract students	10/90
Improvement of online platforms and net connection	9/90
Keep students' attention.	8/90
Clear rules and expectations for classroom management	8/90
Chinese subtitles/explanations on lecturing videos would be better.	5/90
More drills on CET-4 and listening	3/90
Paper books are necessary.	3/90
Prefer offline instruction to online instruction	2/90
More time for thinking and reflections in class	2/90
Introduction of cutting-edge knowledge that is not contained in textbooks	1/90
More scientific videos	1/90
Teachers can be kinder and more patient.	1/90

Table 5 and Table 6 present the participants' responses to different ways of effective learning regarding learning engagement and classroom management based on the findings illustrated in Table 3.

Table 5 *Ways of Effective Learning Engagement*

Number of participants=90	Frequency
Video/audio live communication	79/90
Bilingual teaching	51/90
Easy Q & A mode	41/90
Collaborative activities	37/90

Discussion board participation

5/90

As is shown in Table 5, the synchronous communication method is regarded as the most efficient for improving online learning engagement by participants. Bilingual teaching, easy-question mode, and collaborative activities are also viewed as essential to be adopted for the effective implementation of online EFL instruction.

Table 6 *Ways of Effective Classroom Management*

Number of participants=90	Frequency
Flexible attendance policy	69/90
Advance course information	63/90
Slow-down of teaching	59/90
Clear expectations on assignments	10/90
Frequently asked questions on e-learning platform	2/90

As is shown in Table 6, the top four ways preferred by participants for effective classroom management are flexible attendance policy, advanced course information, slow-down of teaching, and clear expectations on assignments.

Research question 3: How is effective instruction delivered via online technologies?

The supplementary investigation on the delivery of effective instruction was based on the interviews by teacher participants. Participants were required to answer the interview questions by focusing on the learning not the teaching aspect.

In the interview, when asked about the benefits and limitations of online EFL instruction compared to traditional classroom teaching, the participant teachers showed positive attitudes. Most of them regarded online instruction as an efficient teaching method by offering more effective, flexible, and personalized teaching for learners. They also noted that though being promising, the online class was not perfect. For example:

Chaoxing platform can record and grade the learning performance of each student synchronously so that students can clearly know how they behave in learning and then make adjustments. I think this is wonderful. Students can do self-learning more efficiently even without teachers around them. (Teacher 2)

My student told me that she was not accustomed to online instruction and wished to go back to the traditional teaching in a real classroom. The e-book is a big problem. (Teacher 4)

In response to the question regarding the strategies for learning engagement, teachers considered diversified activities would be popular among students. Other constructive ideas are related to the use of new technologies. For example:

Keep lecturing sessions short and save time for more activities. A 45-min lecture will

make them feel dull. They can learn more through activities than the long boring lectures. (Teacher 3)

The video lectures are helpful for learners to go over and over again after class until they feel they've got a clear understanding. The videos provide chances for slow learners to keep up with the teaching. (Teacher 5)

Chaoxing could show the progress of each assignment so I can make use of it to keep students engaged in learning. (Teacher 2)

QQ allows one to one conversation, which I think is quite helpful for those who are too shy to ask questions in front of others. (Teacher 1)

For the strategies employed to facilitate classroom management in online instruction, teachers reported that questions and quizzes would be efficient for keeping students concentrated. In addition, all five teachers considered implementing blended EFL teaching more beneficial than fully online EFL teaching:

Without face-to-face communication, the interaction may seem to be a little bit unreal. A quiz or test can bring students back to the reality. (Teacher 3)

More questions than explanations would be sufficient to draw students' attention back to the learning. (Teacher 1)

In a real classroom, with the studying atmosphere created by a group, students may become alert, competitive, and thus more concentrated. In an online class, students can have more accesses to diversified teaching materials. The combination of these two teachings together could fully develop students' learning potential. (Teacher 5)

5. Discussion

Findings from this research revealed the effectiveness of online EFL instruction amid COVID-19 pandemic. Learner attitudes and needs were identified. Strategies for the delivery of effective online EFL instruction were discussed.

Incommensurate with the previous studies on the effect of online EFL instruction (Albashtawi & Bataineh, 2020; Shin & Son, 2007), the findings of research question 1 affirmed the positivity of online EFL instruction even amid the emergent situation COVID-19 when schools were closed and traditional classroom teaching became unavailable. The majority of students participating in this study were showing an overall satisfactory attitude toward online EFL instruction. The learner attitudes were discussed in terms of ease of use, accessibility, and usefulness. The results were a bit different from what Albashtawi and Bataineh (2020) had found. In their study using the online instruction platform Google Classroom App as a

supplement for face-to-face instruction, Albashtawi and Bataineh adopted the same scale to examine the attitudes of EFL students toward Google Classroom and identified its effectiveness with the domain of usefulness ranking the first. But in the present study, the domain of usefulness was ranked after the ease of use and the accessibility, showing that learners' responses to the usefulness were not as positive as the other two domains. This indicated that compared with the positivity on the convenience and accessibility of e-learning classroom, learners were less satisfied with the effect of e-learning itself. Despite the success, there still exist in online instruction some issues that should be explored in future discussion. The findings also found out that learners related the effectiveness of online instruction with improved learning motivation and engagement. These results are consistent with the studies by Halim & Hashim (2019), Heggart & Yoo (2018), Morat et al. (2016, as cited in Bailey & Lee, 2020). While quarantined at home during the pandemic, realizing that virtual class was the only viable option to educational continuity, students were more motivated to cherish the chance and engross themselves than before. They would be more willing to participate in the online class, more voluntarily to answer questions, and accordingly more likely to study and practice even after class.

The findings for research question 2 pointed out the learner needs for effective online EFL instruction during the COVID-19 pandemic. Online learning engagement and classroom management appeared to be the major concerns. Learning engagement is viewed as an indicator of effective classroom instruction and key to developing learning motivation and satisfaction (Yang et al., 2018; Gutierrez et al., 2010). Compared with traditional classroom learning, achieving learner engagement in online courses may be more important (Chametzck, 2014). The findings also disclosed top four learner needs in improving effective online EFL learning engagement and classroom engagement. The top four needs in learning engagement are live communication, bilingual teaching, easy-question mode, and collaborative activities. Live communication can provide the opportunity for learner-to-learner and learner-to-instructor interactions. The need to interact with other peers and instructors is significantly beneficial to one's online learning (Diep et al., 2019). Bilingual teaching, easy-question mode, and activities can help improve the relevance of the course materials and the peer collaborations which are crucial to the meaningfulness of course material (Chametzck, 2014). When the material is sufficiently meaningful to learners, they may be able to get positive involvement and strong interest (Starr-Glass, 2013). The top four learner needs in classroom management are flexible attendance policy, advanced course information, slow-down of teaching, and clear expectations on assignments. Effective classroom management is about creating a positive learning

environment that promotes high academic learning, experience, satisfaction (Sieberer-Nagler, 2016). Flexible classroom management approaches involving attendance, course information, teaching expectations, and teaching schedule could play a positive role in helping learners to adjust to the shifting from their familiar offline classroom to online and to improve their engagement in online learning.

The findings for research question 3 discussed approaches to the delivery of effective online EFL instruction. In the interviews, teachers suggested several strategies and approaches for improving learning engagement and classroom management. Their suggestions of short lecturing sessions, more activities, questions, and quiz were essentially in agreement with the findings of the learner needs. Teachers stated that using new online technologies in a well-designed way can help the effective instruction. This has been confirmed by recent findings that instructors' support in terms of role of technology is necessary in student learning experience (Asoodar et al., 2016; Diep et al., 2019). Worrying about the lack of real-world communication and the possible damage to the psychological health of both students and teachers, teachers suggested blended teaching combining classroom learning with web-based learning be adopted for EFL instruction in the future to improve the socially impoverished online situation that Pazilah et al have discussed in their studies (2019).

Unexpected problems caused by the lockdown crisis were also reported by teachers, referring to the insufficiency in learning resources and technical assistance. The use of E-books as a replacement are not convenient for note-taking in learning and paper books were left at schools and inaccessible to students at home. Even purchasing is also difficult because of shorting stock and stagnant production after the disease outbreak. What's more, when university courses were all switched to online platform, having so many students online at the same time had created chaos of network conditions. As the English class size in Chinese universities is usually more than 50 students, the situation became even more complicated. It was quite often that teaching was interrupted by technical problems or network delays. Therefore, educational authorities, providers, supervisors, and funders should implement measures to help alleviate the lagging resource and technical support.

6. Conclusion

This study examined the effectiveness of online instruction on EFL students in China in COVID-19 pandemics based on learner attitude and needs investigation. It also discussed strategies to the effective delivery of online EFL instruction over an educational crisis like lockdown in the pandemics.

The findings of the study showed, during the COVID-19 pandemic of 2020, online instruction as an emergent teaching alternative proved to be effective and welcomed by both learners and teachers. Compared to the traditional classroom environment, online learning is more convenient and efficient in achieving certain teaching objectives. Ways to keep students' attention and interest were suggested for achieving effective and efficient learning engagement and classroom management in online EFL instruction during the pandemic, including live communication, bilingual teaching, collective activities, flexible attendance and assignments, and explicit teaching instructions. For the long run, with concerns about the insufficient social and emotional development in online instruction, blended teaching was more preferred to fully online teaching after the pandemic.

The findings from the present study might also have pedagogical implications for EFL teachers to get ready to learn new digital skills and technologies and be prepared for other unexpected challenges. Hopefully, our findings can help Chinese EFL teachers or instructors in other parts of the world to understand that online teaching should not be about making students machine-like learners but about helping to provide a better teaching and learning environment so that learners could benefit more from education.

This study had some limitations. The number of the study was small, and data collection was restricted to part of the students and teachers of China Changzhou University. It would have been beneficial to obtain more survey responses. Future studies should be performed with a larger sample size in different contexts. Furthermore, future research should consider learners' performance throughout fully online EFL learning by assessing their learning outcomes with the adoption of different quantitative and qualitative methods.

Acknowledgements

This study was supported by research grants (grant number : 2020WYJY006) from School of Foreign Studies, Changzhou University, China. The views expressed in this article are solely the responsibility of the author.

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Appendix

Questionnaires for obtaining learner attitude and needs on online EFL instruction amid COVID-19

Part 1: Value the following statements about learner attitude on online EFL instruction amid COVID-19.

☐ strongly disagree ☐ disagree ☐ undecided ☐ agree ☐ strongly agree

- 1) Online EFL class is as effective as traditional class.
- 2) Online EFL class provides good interactions between teachers and students.
- 3) Online EFL class is time-efficient.
- 4) I have strong motivation for study in online EFL class.
- 5) I feel instructions of the activities are clear.
- 6) I can engage well through activities in online EFL class.
- 7) I can respond quickly to questions and learning assignments in online EFL class.
- 8) Assignment through e-learning platforms is better than paper-based assignments.
- 9) I feel positive for submitting assignments through online class platform
- 10) Online learning apps are available on my phone/pad/computer.
- 11) I can login into the apps for online instruction anytime anywhere.
- 12) Using applications for online class is easy.

Part 2: Learner needs of online EFL instruction amid COVID-19

1. Choose the ways that can be helpful for improving learning engagement in online English class amid COVID-19 (multiple choices).

- ☐ 1) Easy Question & Answer mode
- ☐ 2) Clear expectations on assignments
- ☐ 3) Discussion board participation
- ☐ 4) Bilingual teaching
- ☐ 5) Video/audio live communication

2. Choose the ways that can be helpful for improving classroom management in online English class amid COVID-19 (multiple choices).

- ☐ 1) Advance course information
- ☐ 2) Collaborative activities
- ☐ 3) Flexible attendance policy
- ☐ 4) Frequently asked questions on e-learning platform
- ☐ 5) Slow-down of teaching